“A Study of Education Model for Holistic Development of **Students in CBSE schools in Gujarat.”**

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

to

Manav Rachna University

by

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I hereby declare that the short synopsis entitled **"A Study of Education Model for Holistic Development of Students in CBSE schools in Gujarat"** is being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in the Department of Education and Humanities under the School of Education and Humanities of Manav Rachna University, Faridabad during the academic year 2022-23.

It is the work that is expected to be carried out under the supervision of Dr. Geeta R. Thakur. Further, it is declared that the short synopsis is within the plagiarism limit and a copy of the same is attached as per the University norms.

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CERTIFICATE BY SUPERVISOR(S)

This is to certify that the short synopsis entitled **"A Study of Education Model for Holistic Development of Students in CBSE schools in Gujarat"** is an original piece of work done by research scholar **Gayatri Prakash** under the supervision of **Dr. Geeta R. Thakur** for the degree of Doctor of Philosophy in the Department of Education and Humanities under the School of Education and Humanities of Manav Rachna University, Faridabad during the academic year 2022-23.

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ABSTRACT

Education is a lifelong process that helps learners grapple with an ever-changing environment. Plato believed that education must develop the physical as well as the spiritual qualities of man. Swami Vivekananda's profound remark, "Education is the manifestation of the divine perfection already existing in man" explains the need for holistic education. Mahatma Gandhi championed holistic education thus: "By education, I mean an all-round drawing out of the best in child and man - body, mind and spirit."

School education is a critical stage wherein children learn values, attitudes and mindsets that stay with them all their lives. The present education system helps learners attain financially secure lifestyles but leaves them bereft of moral roots. There is a general feeling that people are becoming excessively materialistic and indifferent to the sustainability of our planet's resources.

Holistic education imparts knowledge and skills while nurturing the child's intellect, emotions, imagination and physique. However, there appears to be a lacuna among educators in their understanding of holistic education and the training for teachers to facilitate its implementation. There is a real need to understand the different dimensions of holistic education, its objectives and create a model framework of holistic education for school students.

Hence the present study has been undertaken entitled

"A Study of Education Model for Holistic Development of Students in CBSE schools in Gujarat."

WORD Count: 222

Key words:

Holistic education, social intelligence, emotional intelligence, spiritual intelligence, physical development

CONTENTS

S. No.	Description	Page No.
1	Introduction	6
	1.1 Holistic Education	6
	1.2 Education in Ancient India	7
	1.3 Education in Post-Independent India	8
	1.4 School Education	9
2	Literature Review	10
3	Description of Broad Area	15
	3.1 Rationale of the study	16
	3.2 Statement of the study	18
	3.2 Definitions of terms	18
4	Objectives of the Study	20
5	Methodology to be adopted	20
6	Expected Outcome of the Research	21
7	References	22

Introduction

"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela

The term 'education' is derived from the Latin word '*educere*' which means 'to bring out what exists inside,' to draw out the latent potentialities of the child. In a narrow sense, education means formal education through educational institutions established for imparting education wherein the curriculum is prescribed, the goals of education are decided and achieved through well-planned and transacted classroom instruction, teaching methodology, assessment and evaluation. Completing courses of study from these educational institutions does help learners, particularly in obtaining gainful employment. However, in the broader sense, Life itself is education. It cannot be constrained to the confines of the classroom. In fact, education is a lifelong process that helps learners grapple with an environment that is constantly changing and that too at a rapid pace of change. It equips the learner[1] with knowledge, experiences and skills that forge the complete development of the learner's personality.

1.1

Holistic Education

The earliest reference to holistic education can be attributed to the great Greek philosopher Plato[2] who believed that 'Education is a turning towards the Light, towards Truth.' Therefore, education should help in the thriving of the mind, body and spirit. Indian philosophers have always known and emphasised the need for holistic education, although the specific terminology used may have been different. The aim of holistic education can be deduced from Swami Vivekananda's profound remark, "Education is the manifestation of the divine perfection already existing in man."Mahatma Gandhi championed holistic education

[1] The pronouns 'she', 'her', 'hers' have been used to refer to the learner throughout this research work. It shall be taken to respectfully refer to all learners regardless of gender.

[2] Plato's views on education are given in his work 'The Republic'.

when he wrote: “By education, I mean an all-round drawing out of the best in child and man-body, mind and spirit.”

Holistic education imparts knowledge and skills while nurturing the child’s complete growth, drawing out her inner potential and enabling her to become a productive member of society.

In early civilisations, the purpose of education was to train young people in acquiring knowledge and skills that would help them survive, even flourish.

In the VUCA[3] world prevalent today, when the needs of learners have changed tremendously, education must be transformed to fulfil the social, physical, emotional, vocational, ethical and spiritual needs of learners.

Holistic education is a comprehensive approach wherein educators seek to fulfill the needs of learners through an integrated teaching and learning format. Holistic learning activates the learner’s intellect, emotions, imagination and physical growth for veritable development. The foundation of the holistic approach is that education must engage children and create a lifelong love of learning. Education has been gradually moving beyond the confines of mere transmission and acquiring of knowledge of different subjects as prescribed in the curriculum. Education is now considered to be a lifelong process that enables the learners’ personal learning, enrichment and empowerment.

The International Commission[4] on ‘Education for the 21st Century’ has opined that, “Education must contribute to the all-round development of each individual - mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values.” Education must equip the learners with a knowledge base that can be drawn upon throughout their lives. It should also inculcate life skills that help them navigate their careers and Life in this ever-changing, interdependent, even chaotic world that we live in.

1.2 Education in Ancient India

The education system prevalent in ancient India gave importance to the development of all aspects of the personality of the individual. The sages, saints and scholarly people who were responsible for imparting education aimed at taking care of the physical, academic,

[3] Managerial acronym that stands for ‘Volatility, Uncertainty, Complexity and Uncertainty

[4] International Commission on the Development of Education (UNESCO Report 1996:94)

emotional, moral, ethical, social and cultural needs of their learners to nurture and develop compassionate and knowledgeable individuals.

In the "Gurukul'[5] system of formal education that existed in ancient India, the teacher called the 'Guru' and the students called 'shishya' all lived together in a community. Teaching and learning - both academic and practical was imparted and absorbed. The students in the Gurukul learned the Vedas and could also choose to study disciplines as varied as astronomy, medicine, architecture, physical education, yoga, archery, hunting, defence studies, debate, logic, economics, political science, law, history, culture, philosophy and religion. Under the scrupulous tutelage of the Gurus, the students in the Gurukul system became proficient in their chosen disciplines. The Gurus took care to develop the moral, cultural and spiritual aspects of the personalities of the learners entrusted to their care. Ancient Indian institutions of higher education were famous all over the world for imparting holistic and multi-disciplinary education. Learners from far and wide travelled to India to learn at these universities located in Takshashila, Nalanda, Valabhi, Vikramshila and Odantapuri.

In ancient India, school was not intended to be a place for mere intellectual development. Education was considered as the journey towards attainment of knowledge called *Jnana*, wisdom called *Pragya*, and truth called *Satya*.

The passage of time, the influence of frequent invasions and the subjection of India to British rule, resulted in the emergence of an educational system that rejected all educational methods of Indian origin. A system of education was established that was meant to create good administrators for the British Raj.

1.3 Education in Post-Independent India

After India gained Independence in 1947, Indian leaders appointed Commissions on Education to reform the educational system. All the Commissions set up, from the University Education Commission set up in 1948 right after India gained independence, the Secondary Education Commission established in 1952, Indian Education Commission 1964-66, National Policy on Education 1968, National Policy on Education 1986, National Policy on

[5] The National Council of Educational Research and Training (NCERT) textbook (2022-23) – "Ancient Education System of India"

Education, 1992, the *Sarva Shiksha Abhiyan* which has been in operation since 2000 to the Right to Education Act, 2009 to the New Education Policy, 2020 have all spoken in favour of education that nurtures the development of all three domains - the cognitive, affective and psycho-motor domains, leading to balanced overall development.

1.4 School Education

School education is a critical stage of the child's personal development. It is during their school learning stage that children learn values, attitudes and mindsets that stay with them life-long.

Children can be set on a path of clear thinking and noble ideals, by generating a wholesome atmosphere permeated with values that guide them throughout their lives. The experiences of students and the influences acting on them in school tend to shape the way they respond to different situations and determine their future progress.

The children of the present day will be the leaders of the future. It is pragmatic to put in vigorous efforts to cultivate their young minds and inculcate desirable humanistic values in them to ensure peaceful progress of the coming generations.

Holistic education addresses the different aspects of human personality, including the physical, intellectual, aesthetic, creative, emotional and spiritual dimensions, to help in the integrated development of learners. Holistic education in its broadest sense, aspires to create human beings who understand themselves and the world they inhabit, who seek knowledge, but are sufficiently self-aware to check the authenticity of knowledge, who care for their own well-being and that of others, who are critical yet compassionate, who tolerate differences and acknowledge that opposite points of views may co-exist, who care for the environment and the legacy that we pass on to future generations, who shun prejudice, hatred and bigotry, who realise that the world is composed of different cultures and ways of living that can live together harmoniously.

The National Education Policy (NEP) 2020 whole-heartedly supports holistic learning from the earliest level of schooling to the higher levels of education. The NEP 2020 explains this by explicitly stating that there is the need to develop "life skills like teamwork, cooperation,

social skills, courteous behaviour, learning proper communication, being responsible citizens who have respect for diversity and care about sustainability of the planet's resources."

The National Education Policy, (NEP) 2020 further exhorts that for India to flourish in the present times, "Our teaching-learning system from pre-primary school to higher education level must focus on imparting education in an integrated learning format that creates individuals who have intrinsic reverence for life, who are physically, mentally and morally sound, possessing exemplary knowledge and skills in the chosen disciplines, but serving as the treasure of humanitarian values such as compassion and peace, realising the purpose of life and purposeful connections between the local community and natural world and imbibing high ideals and values of our age-old great Indian culture and tradition."

2.1

Literature Review

"Research is formalized curiosity. It is poking and prying with a purpose!"

- Zora Neale Hurston

The aim of research is to expand the horizons of existing human knowledge. Knowledge cannot be acquired purposefully in isolation. It needs to be based on the foundation of the knowledge that is already in existence. The review of related literature helps the researcher comprehend the research already done in that field or area of study and identify the gaps that still persist. The review of related literature helps to give proper direction to the current research while making meaningful connections with past research.

It also gives the researcher an insight into the topic under investigation and helps make the researcher's efforts productive and avoid duplication of work. That is why the researcher reviewed the studies done relating to holistic education in India and abroad. The researcher diligently went through different sources of literature like doctoral dissertations, articles in academic journals of repute, encyclopaedias of education and books on the subject.

Research Done Abroad on Holistic Education:

2020

Francisca Ann Crutchfield in her research entitled "Holistic Student Development in Higher Education: Perspectives and Practices of Holistic Student Development" identified the programmes and approaches that existed at a public University in California for providing opportunities for holistic development to the students. Her research work explored how educational values and priorities influenced higher education programmes that embraced holistic approaches to student development. Francisca conducted research into the barriers that stood in the way of these programmes. Her research also explored what holistic well-being meant to the leaders in higher education student service programmes.

Francisca's research findings revealed that merely emphasising academic success might negatively impact college student development and well-being. Anxiety, isolation and stress were the challenges faced by college students. The research also revealed that the leaders' perspectives provided different approaches to enable the holistic development of students.

2016

Yang Gyeltshen's research into education through a holistic approach in Bhutan examined the how an integrated curriculum comprising both traditional contemplative practices as well as secular lessons, impacted the student monks studying there. Yang Gyeltshen's research work revealed that this curriculum contributed to the all-round development of the monks and also improved cognitive learning.

The research study concluded with recommendations to formulate educational policies for the inclusion of meditation and mindfulness training within the regular curricular framework. Education imparted along these lines would teach children compassion, mindfulness and help them grow into caring adults who were also successful in their chosen fields.

2014

Brett Garvin Grant in his interpretive research study on holistic educational thought in K-12 education raised the possibility that American public education policy needed a 'new guiding narrative' in the form of holistic educational thought to address present and future challenges.

Brett in his research work concluded that Holistic educational thought articulates a vision of education that is both practical and beautiful through an integrated curriculum available to all students. Holistic educational thought was practical in the way it fulfilled the intellectual and ecological needs of civil society and beautiful in the way it delighted the senses and appealed to the imagination.

2014

Colleen P. McNickle in her research on the educational system in America proposed that the emphasis on preparing students for competitive careers hurt them, causing an existential crisis. The currently existing educational system in America focuses on the dissemination of a standardised curriculum, with certain factual abilities and knowledge to be learned and satisfactorily demonstrated as learned by the individual student.

The American public educational system disregarded the development of awareness of the self, interpersonal communication and community building, causing a great disservice toward the individual students as well as the world.

Colleen P. McNickle's research revealed that the current curriculum and teaching methods need to be holistic, taking into account the mental, physical and social aspects of the lives of the students. Holistic education that incorporated concern for society would develop students for an ethical, humane, better future.

Colleen advocated a curriculum that taught students mindfulness, interpersonal skills, and critical consciousness. These changes would require not just a modification in opinion and teaching techniques, but a change in the understanding and vision of education.

2008

M.A. Lucila Telles Rudge conducted a theoretical and interpretative study on the pedagogical application of the philosophical principles and ideas advocated by leading theorists in four approaches to schooling. Lucila's research work examined how far the advocated educational principles and pedagogical features were actually applied across the selected schools. The research findings revealed that there were difficulties in applying these spiritual and humanistic principles of holistic education.

Research Done in India on Holistic Education:

2020

Ishika Chauhan's research on education imparted to children living in Indian urban slums revealed the need for education to go beyond mere rote learning and set patterns of learning. The research revealed that marginalized groups like slum children do not get adequate education opportunities.

The research revealed the practical benefits of holistic education imparted in a school for slum children in urban Mumbai. The research findings are a beacon for further research in this hitherto neglected area.

New Education Policy 2020 (NEP 2020)

NEP 2020 set forth by the Government of India enunciates a benevolent holistic philosophy of education geared for man making as envisaged by the sages and wise educators of India while allowing for growth of the individual at every stage of education and nurturing all facets of a learner's personality. Implemented fully, the NEP 2020 will be a game changer for education in India, from early childhood education to Higher education.

The NEP 2002 explicitly uses the term holistic education even for children in the youngest category of 3 to 5 years of age, emphasising that the maximum growth of human intelligence happens before 6 years of age and the need to inculcate values and ensure complete moral, physical and intellectual growth of the child.

Implemented effectively, the NEP 2020 will revolutionise higher education in India, with multidisciplinary studies, transfer of credits, hybrid learning modes, completion of education at every stage while avoiding wastage and stagnation in education, improving GER, reducing dropout rates and the possibility of learners having an academic bank of credits that help further their personal and vocational goals at every stage in life while encouraging lifelong learning.

2019

Researchers **Shiwani Gupta, Jesal Varoliya, AnupriyaBabbar, Archana Nanade, R. R. Sedamkar** in their research entitled "Holistic Student Development Model for improving Employability of Engineering Graduates" introduced and implemented a holistic development model in an engineering college in Mumbai. This was done through Activity Based Learning or ABL, Technology Based learning or TBL, Project based Learning or PBL and Internships to improve the employability of their engineering graduates in a rapidly changing global economy.

Managing time and keeping the students motivated was a big stumbling block due to the lack direct credit involved in these activities. Further, regular college timings had to be extended at the initial phase of implementation to accommodate these activities. The research revealed that student motivation increased when holistically developed students received bigger remunerations and were selected to study abroad.

It also helped the students in developing effective communication skills, leadership skills, improved their time management, created belief in lifelong learning and in being responsible citizens. The research findings establish that the activities meant for holistic development of the students did in fact bear fruit in the form of winning laurels for the parent institutions accolades at all levels.

2018

Farah Khan and Rewa Malik in their research on Holistic Education Asserted that holistic development of learners gets neglected because most educational institutions focus only on intellectual and physical development of the learners. The researchers explored the role of process work as an enabler for all stakeholders in this space.

The researchers worked on various learning spaces across age groups to study the impact of the current educational paradigm on the spirit/psyche. The research work attempted to understand the processes and practices that enable a nourishing and nurturing space as well as a conducive environment for learning. The researchers also explored the role of process work in education, focusing on children, parents, teachers as well as their collective dynamics.

The researchers studied certain interventions and processes and their impact on students as well as teachers in a private Indian school and college. The research findings indicate that touching the emotive, intuitive universes of students created significant shifts at both personal and professional levels. There was an increasing acceptance of themselves and others in teachers and students, a higher sense of ownership, a renewed purpose in life that created vibrancy in the individual as well as the collective that they belonged to.

The research concluded that schools being an integral part of society needed to reach out to more spaces and touch more lives.

2017

Researchers Prema Nedungadi, Raghu Raman, Radhika Menon and Karunya Mulki in their research chapter entitled **"AmritaRITE: A Holistic Model for Inclusive Education in Rural India"** asserted that India had succeeded in achieving many of the Millennium Development Goals.

Yet a considerable proportion of children in the remote areas of India performed poorly in schools and even dropped out of the educational system. The authors conducted research into the "AmritaRITE model" - 'Amrita Rural India Tablet Enhanced Education' that believes in

inclusive education for all. This model of education utilised multi-lingual mobile learning aids specially adapted for rural areas having low internet bandwidth.

The research revealed that the AmritaRITE holistic curriculum comprised topics ranging from health and nutrition, moral values, technology skills to gender equality, child labour and trafficking awareness, respect for human beings and Mother Nature. The researchers concluded that the core elements of the AmritaRITE model could be incorporated by schools and NGOs for imparting high quality education in villages and cities.

3. Description of broad area

The present study adopts a positive outlook towards the holistic development of children in the school stage and holds that capabilities can be enhanced through an educational model deliberately designed to holistically develop social, emotional and spiritual intelligence in school children.

This study shall identify the aspects of social, emotional and spiritual intelligence and physical growth that need to be developed and create an educational framework geared towards the development of these aspects.

3.1 Rationale for the Present Study

There is a general feeling in society today that values are fast eroding, people have become excessively materialistic, self-centred and live a consumerist lifestyle that is indifferent to the well-being of others and the sustainability of the earth's resources.

The eradication of famine and disease, emergence of modern technology, infrastructure, scientific advances, economic development and sweeping changes in the prevalent world order, have all brought tremendous changes in Indian ethos and aspirations.

Modern Indians are globe trotters, working in almost every part of the earth and absorbing influences from other cultures and countries. The easy availability of Internet facilities and mobile technology has given almost instant access to whatever is going on in the rest of the

world. The flip side of all this modernization and development is that Indians have also succumbed to the siren call of consumerism and boarded the bandwagon of material success. Indians nowadays are focused on wealth and success is measured almost exclusively in terms of money earned!

The result is uprooting of our long-cherished values, leaving a void that cannot be filled by chasing after even more worldly success. Parents realise the need to instil values in their children at a young age when their minds are clean slates and the importance of eternal values can be etched deeply in them. They feel they lack the knowledge or training for this vital undertaking. Parents, despite being the first teachers of children, feel inadequately equipped to turn the tide of influence in favour of eternal values.

Schools are equipped with the infrastructure, congenial environment and trained teachers geared to mould children in desirable directions. No wonder that parents increasingly depend on schools for guidance in the development of the social, emotional and spiritual intelligence and physical growth of their children.

Mata Amritanandamayi Devi[6] observed that "If you walk through a field of soft, green grass a few times, you will quickly make a path, whereas it takes countless trips to forge a trail on a rocky hillside." Children are malleable, open to new ideas and can be taught to cherish values taught at an early age.

The present schooling system does express regard for value-based education and developing morally upright students. However, the practical implication for the teachers and the way in which these aims shall be fulfilled is ambiguous. Most schools do have 'Value education' or 'Social Emotional Learning' or 'Moral Education' with dedicated periods allocated in the individual class timetable.

However, these periods are considered to be of no particular importance and are allowed to be shuffled as and when required or treated as a period that can be claimed by any teacher teaching *'important'* subjects like Mathematics, Science or English, whenever they fall short of time to 'complete' their syllabus or need extra time for preparing for 'End of Term' examinations. The present education system has somehow geared up to teach subjects that

[6] Popularly known as 'Amma', Mata Amritanandamayi is a world-famous contemporary Indian humanitarian and spiritual leader and Founder of Amrita Group of Educational Institutions.

afford a sound knowledge base for the learners while being of help in succeeding in competitive examinations meant to gain admissions to prestigious colleges and courses of study that will assure them a financially secure lifestyle.

While this is certainly not a goal to be undermined or scoffed at, the exclusive focus on all things geared to financial success has created a void that has left youngsters bereft of moral roots and unable to find lasting satisfaction.

More and more accumulation of wealth is seen as a desirable way of life and the dark underside of material trappings like social isolation, the mad race to uplift oneself regardless of the cost to one's ethics, the leaning towards substance abuse like alcohol as a way of 'relaxing', the constant insecurities faced as adults when shifts in the economy cause major upheavals and job losses leading to a cornucopia of social problems from domestic violence to suicides to addictions are all ignored, as if they happen to members of some other society, not ours.

It is highly desirable, even necessary for the Indian education system to realign our values and relearn what our ancient system already valued most. Even the developed nations are now including different value-based components in the school curriculum to offset the increasing erosion of eternal values and tempering economic development with social justice and equity. The NEP, 2020 emphasises the need for holistic education right from the school stage to higher education.

The researcher studied the approaches to education prescribed by different Boards of education in India that cater to students of different states, categories and age groups with different assessment and evaluation criteria. Most of them do have the common ideology of attempting to bring up students who cherish eternal values. Schools affiliated to these different Boards do realise the importance of holistic education and try to integrate some or other aspects of it in their curriculum. There are activities meant to accomplish these objectives. Some of these activities are carried out perfunctorily while some are addressed with real care.

Much research has been carried out about the different programmes of school education intended to develop soft skills, social competencies, emotional intelligence, resilience and other life skills that are often difficult to measure. Research studies affirm that non-cognitive

skills such as attitudes, behaviours and strategies that assist success in academics and in the world beyond can be taught in schools. These skills are linked indirectly to improvement in academic achievement.

The pressures inflicted on children in the name of education, competition, urge to keep up with their peers have made children stressed and anxious. They need support in things beyond academics to develop the competencies needed to face the contemporary challenges of school, college, work and life.

A study of the way different schools practically implemented the ideas and goals prescribed for holistic development of children by the researcher brought out the deficit prevailing in the available models for the fulfilment of holistic education. The researcher felt that a dedicated framework must be designed to take care of the inadequacies of the currently existing models. Hence the need for the present study entitled:

"A Study of Education Model for Holistic Development of Students in CBSE schools in Gujarat."

This study shall attempt to identify the aspects of social, emotional and spiritual intelligence and physical growth and create a framework for educational that is geared towards the holistic development of these aspects.

3.2 Statement of the Study

"A Study of Education Model for Holistic Development of Students in CBSE schools in Gujarat."

3.3 Conceptual / Operational Definitions of terms used in the present study

School

School refers to CBSE schools in Gujarat, India

Learner

Learner refers to children undergoing education in CBSE schools in Gujarat, India

Student

Student refers to children undergoing education in Grades 6, 7, 8 in CBSE schools in Gujarat, India.

Social Intelligence

"Social intelligence is the ability to understand social situations and to interact effectively with others in a variety of contexts, including at work, in relationships, and in other social settings." [7]

Emotional Intelligence

"Emotional intelligence[8] is the ability to perceive emotions accurately in oneself and others, to use emotions to facilitate thinking, to understand and analyze emotions and to regulate emotions in oneself and others."

Spiritual Intelligence

"Spiritual intelligence[9] is the capacity to experience and integrate meaning and purpose in life through a connectedness with self, others, and the environment"

Physical growth

Physical growth refers to 'increase in height, weight and BMI as per age.'

Holistic education

Holistic education is 'an approach to education that aims to develop the whole person and cultivate physical, intellectual, emotional, and spiritual growth.'

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[7] Goleman, D. (2006). *Social intelligence: The new science of human relationships.* Bantam Books.
[8] Definition given by Mayer, Salovey, & Caruso, 2008, p. 1
[9] Emmons & Paloutzian, 2003, p. 369

4 Objectives of the Study

The objectives of the present research are:

1. To study the status of holistic education in secondary schools in India.
2. To study the social, emotional, physical and spiritual development of students in the VI, VII, and VIII standard of CBSE schools of Vadodara district of Gujarat state.
3. To study the practices followed by schools for the holistic development of students in the VI, VII, and VIII standard of CBSE schools of Vadodara district of Gujarat state.
4. To orient teachers about Holistic Education through Heutagogical approach.
5. To prepare a framework of Holistic Education model for students in the VI, VII, and VIII standard of Vadodara district of Gujarat state based on perspectives of teachers and principals.

5. Methodology

The goal of the present study is to help in holistic education of school children studying in Middle school and help in the development of social, emotional and spiritual intelligences and physical growth of school children. The framework of holistic education has been specially designed and developed by the researcher.

Design

Mixed Method research will be used for the present study in which quantitative and qualitative research will be undertaken.

Population

Principals, Teachers and Students of CBSE schools in Gujarat are the population for the present research.

Sample:

The Principals of 4 CBSE schools in Gujarat, approximately 40 teachers and 1500 students of Grades VI, VII and VIII from these 4 schools will comprise the sample for the present study.

Tools of Research

- The Spiritual Intelligence Self-Report Inventory[10] - SISRI 24: This is a 24-item self-report questionnaire that measures spiritual intelligence across four domains personal meaning production, transcendental awareness, conscious state expansion, and existential challenges.
- The Emotional Intelligence Scale[11] - (EIS): This is a self-report questionnaire that measures emotional intelligence across four domains: perception of emotion, facilitation of thought, understanding of emotion, and management of emotion.
- The Tromso Social Intelligence Scale[12] - (TSIS): This is a self-report questionnaire that measures social intelligence across three domains: social information processing, social skills, and social awareness.
- Physical Growth Chart [13] for Measurement of Height, weight and BMI.

Scope and Delimitation of the Study

The study is delimited to students studying in Grades VI, VII and VIII in CBSE schools in Gujarat.

This study is delimited to the study of social, emotional and spiritual intelligences and physical growth of school children.

[10] http://www.thestateofus.net/sisri-24.pdf
[11] https://content.schoolinsites.com/api/documents/3df70f760a23476991da0ce58ea21024.pdf
[12] https://www.researchgate.net/publication/11799351_The_Tromso_Social_Intelligence_Scale_a_self-report_measure_of_social_intelligence/link/5c6abdd3299bf1e3a5b01f2a/download
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6. Expected Outcome of the Research

The researcher believes that the model of holistic education designed by her will receive the acceptance and support of schools and lead to the holistic development of social, emotional and spiritual intelligences and physical growth of school children.

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